



## **PHYSICAL INTERVENTION** **Policy and Guidelines**

At Bearwood Primary and Nursery School, we are committed to a positive behaviour policy which encourages and teaches children to make positive behaviour choices. There may be circumstances which may result in a situation that requires some form of physical intervention by staff.

### **Introduction**

Bearwood Primary and Nursery School is a mainstream school from Nursery to Year 6. Some pupils have a behavioural plan and a Positive Handling Plan which is regularly reviewed and shared with parents/carers. Plans include positive behavioural management strategies which staff will employ to support each pupil to achieve their full potential.

### **Aims**

- To ensure that Bearwood Primary and Nursery School provides a safe and secure environment where all pupils can achieve their full potential.
- To ensure that staff remain safe and feel confident to effectively support the needs of every pupil, both academically and behaviourally.
- To recognise that we all have a responsibility for our own actions.

### **Rationale**

We have a range of pupils with special educational and behavioural needs. This can result in them exhibiting behaviours which could be perceived as below:

- Some pupils have mental health issues
- Some pupils are unable to control their behaviour or have learned behaviours that can be perceived to be threatening, aggressive, intimidating or violent.
- Some pupils are unable to recognise situations that may cause a threat to themselves or others.

We recognise the importance of developing emotional literacy skills, which are taught throughout our practice during whole class, small group/1:1 sessions. They are reinforced during assemblies.

We realise that it is vital to give our children the chance to reflect on their behaviour choices. We use Restorative Practice to encourage reflection and also to ensure that children have a chance to take responsibility for their actions and 'right their wrongs'. The school is developing a restorative culture where children learn to deal with conflict through discussions and understand the affect their behaviour has on others. This enables children to take responsibility for their own actions and when ready, make amends and move forward.

As a last resort, some pupils will require physical intervention to keep them safe and prevent them from causing harm or danger to others and/or themselves. All physical interventions within Securicare multi-discipline approach endeavour to keep people safe whilst supporting the learning of pupils in developing better ways to manage their own emotions and behaviour.

## The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

## Key Principles

Bearwood Primary and Nursery School has adopted the use of Securicare, promoting a multi-discipline approach between education, social care and health. Through the Securicare approach staff receive annual training in de-escalation skills and positive handling techniques. Time is also set aside in reviewing the effectiveness of any de-escalation strategies and handling techniques identified in children's individual plans in staff meetings and class teams.

We endeavour to work closely with the Local Authority, Educational Psychologist Service and Social Care in ensuring that pupils' needs are addressed and advice is considered/implemented.

- Physical Intervention and Restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible.
- Staff will continuously seek opportunities to communicate, assess the situation, look and listen and divert/de-escalate.
  - Any physical intervention will be **REASONABLE, PROPORTIONATE AND NECESSARY** – in the pupil's and staffs **BEST INTERESTS**.
- Where there is an element of foreseeable risk this will be assessed and, where possible recorded.
- Staff that are trained and not physically involved in the intervention will be expected to act as advocates for the pupil and members of staff.
- Securicare techniques seek to avoid injury; however it is possible that bruising or scratching may occur accidentally to either pupil or member of staff supporting them. These are not necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe. There will always be a verbal check of injury after physical intervention and any injury will be treated and recorded on a skin map and reported through Hamwic's Accident and Violent Injury reporting procedures.
- All staff involved in any physical intervention are responsible for completing the Hamwic RPI form (Appendix 1) on the same day as the incident and handed to a member of the Senior Leadership Team.
- Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. It is the duty of all staff to offer appropriate support to the child and the adults during or after a physical intervention or serious incident.
- Parents/carers will be contacted by the school when their child has been involved in physical intervention. This may be by telephone, direct contact or by letter on the day the incident occurred.
- The school will keep records of any incident and physical intervention by sending to Hamwic. This is analysed and recorded by a member of the Senior Leadership Team every half term and is shared with staff, pupils. Completed RPI forms will be placed on a child's records.
- Four members of the staff are securicare trained. This is refreshed every year.

## Positive Handling Plans

When a child demonstrates behaviour where the use of reasonable force is required, we will plan how to respond if the situation arises through a Positive Handling Plan. Such planning will address:

- Strategies to be used prior to intervention;
- Ways of avoiding 'triggers' if these are known;
- Involvement of parents to ensure that they are clear about the specific action the school might need to take;
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);
- Identification of additional support that can be summoned if appropriate;
- The school's duty of care to all pupils and staff.

**When physical restraint becomes necessary:****DO**

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff - wherever possible it is important that two people are involved (eg to open doors/provide witness and support)
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition) • Use simple and clear language
- Relax your restraint in response to the pupil's compliance
- Be aware of the risk of positional asphyxiation and ensure children are held in such a way that doesn't restrict blood flow or breathing DON'T
- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

**Complaints and Allegations**

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

The school will review this Policy annually and will include details of the Hamwic Physical Intervention Guidelines for Schools (October 2011).

Valid from 20.3.22

Next Review 21.3.22

L. Bennett – Headteacher

A. Harris – Chair of Governors

## **Guidelines for Staff**

Physical Intervention is any method of physically intervening to resolve a difficult or dangerous situation, and is not necessarily physical restraint. Physical restraint is defined as when a member of staff uses force with the intention of restricting a young person's movement against their will.

Physical Intervention and Restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible. It is never a substitute for good behaviour management. Other methods (such as defusing conflict, non-physical calming, etc) of managing the situation should always be tried first, unless this is impractical.

It is the responsibility of the school, specifically the Head Teacher and Governors to ensure that the policy in place on the use of PI which should be communicated to the school community, updated and reviewed on an annual basis.

It is the responsibility of the school to ensure that an Individual Behaviour Management programme is in place for all young people who require physical restraint on more than one occasion. Any behaviour management programme should include a Risk Assessment and a Positive Handling Plan (DCSF, 2007, paragraph 23b - Use of Force to Control and Restrain Pupils). The PHP needs to be signed by parents/carers and should be made aware of any changes during the year.

Teachers have a duty of care to maintain good order and safeguard young people's health and safety. However, teachers are not under a duty to run risk of serious personal injury by intervening when it is not safe to do so.

### **Physical restraint must**

- never be entered into lightly
- involve the minimum force necessary
- be used to de-escalate a potentially dangerous situation
- be applied only until the immediate threat is past.
- support the child/young person to maintain self-control
- not be used offensively as a threat or a punishment (aversive consequence)
- not inflict pain
- be administered calmly and rationally, not in response to anger or frustration
- be the result of a professional judgement about the young person's safety, taking account of the age and abilities of the young person.
- be in the child/young person's best interests and not for convenience of staff.
- not be a substitute for a positive intervention/behaviour management programme.
- be planned; an emergency response is only justified on the first occasion.
- always be the last resort (i.e. means other than force were attempted and found to be insufficient).

### **The following situations may legitimately require physical restraint as a response:**

- where there is risk of injury to young people
- where there is risk of significant damage to property
- where a young person is behaving in a way that is compromising good order and discipline • to prevent the committing of a criminal offence

### **Physical restraint should only be considered as an option if:**

- calming and defusing strategies have failed to de-escalate the situation
- the response is in the paramount interests of the young person.
- not intervening is likely to result in more dangerous consequences than intervening.

**Holding techniques should take account of the following**

- Airway – no obstruction of airway
- Breathing – no restriction of chest area
- Circulation – no pressure on arterial pressure points
- Good body alignment
- Avoid pressure on joints

**The use of ground holds will not be used at Bearwood Primary and Nursery unless in extreme circumstances when all other holds have failed and should only be used in consultation with Team Teach when staff have had training from an advanced tutor**

**Young people should always be monitored for health and safety during physical restraint. Holds should stop immediately if the following signs are noted:** • difficulties in breathing

- sudden change in colour of skin
- vomiting

**All incidents of restraint should be recorded** and the Government Guidance (DCSF 2007 ‘Use of Force to Control and Restrain Pupils’) clearly states that schools should keep systematic records of every significant incident in which force has been used, in accordance with school policy and procedures or the use of force and it’s Child Protection requirements.

When a young person has been restrained it should be reported to the Head teacher and the parents/carers. In Southampton, incidents should be recorded using the Restrictive Physical Intervention (RPI) Record Form within 24 hours of the incident, in order to:

1. Ensure policy guidelines are followed
2. Inform parents
3. Inform future planning as part of school requirement processes
4. Prevent misunderstanding or misinterpretation of the incident
5. Provide a record for any future enquiry

**Special Schools will monitor their own records**, and complete PI Summary Report every half term. **If any advanced hold has been used, a copy of the RPI should be sent to Securicare.**

The effects of an incident of physical restraint should be monitored and support provided to young people and staff where necessary.

In an emergency or a case of self-defence everyone has the right to use ‘reasonable force’ to defend themselves or others against attack. Circular 10/98 makes it clear that force should only be used if the situation warrants it, and that such force must be in proportion to the circumstances and consistent with the age, gender and understanding of the young person.

1. School

## APPENDIX 1

2. Incident Type

3. Incident Details

1. Name \*

e.g. pupil name/aggressor name/perpetrator name/staff name

2.

Description of Incident \*

Incident Date/Time \*

3.

Full Details

Pupils Name \*

3

Include first, middle & surname

4. Pupils Address \*

5. Pupils Date of Birth \*

6. Location of Accident \*

7. Describe the events leading up to the incident \*

What was the pupil doing before the incident, what seemed to trigger the behaviour that prompted the use of physical restraint?

8. Describe the efforts of the school to descale the situation \*

What alternative strategies were used, prior to the use of physical restraint? What was the response from the pupil?

9. Adults involved \*

If appropriate email witness statements to the Trust H&S Manager

10. Other Pupils Involved \*

If appropriate email witness statements to the Trust H&S Manager 11

Provide a description of the physical restraint used & the response \*

12. Reason for the restraint \*

What was the specific risk to the welfare of the young person or others?

13. How long did the restraint last \*

14. Conclusion of the restraint \*

How did the restraint come to an end and what help & support was offered to the pupil

15. Was the young person injured? \*

If yes describe the injuries. Ensure an accident form is completed.

16. Was a member of staff injured? \*

If yes describe the injuries. Ensure a Violent Incident form is completed.

17. Was first aid given? \*

18. Has a discussion taken place since with the pupil regarding the incident? \*

If so what was the conclusion?

19. Has the pupils behaviour plan (if one in place) been updated or a risk assessment...

20. Describe the restraint used \*

- Wrap
- Sitting Wrap
- Single Elbow (1 person)
- Single Elbow (2 people)
- Double Elbow (1 person)
- Double Elbow (2 people)
- Figure of 4 (2 people)
- Other

21. How many staff members were involved in the restraint? \*

22. Why was the restraint/action in the best interest of the child/pupil? \*

Was it reasonable, proportionate & necessary?

23. Any extra information you feel is applicable to the incident?

24. Name of Person Reporting the Incident \*

25. Job Title of Person Reporting the Incident \*

26. Name and Signature of Headteacher \*

By typing your name it is assumed to be a signature

Submit